



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : GEORGE J. RYAN MIDDLE SCHOOL 216 QUEENS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):

_____26Q216_____

PRINCIPAL: _REGINALD LANDEAU JR._

EMAIL: RLANDEA@SCHOOLS.NYC.GOV

SUPERINTENDENT: _____ANITA SAUNDERS_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name		Signature
Reginald Landeau Jr.	*Principal or Designee	
	*UFT Chapter Leader or Designee	
Boyd Tembo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Linda Babbino	Member/Teacher ELA	
Susan Harts	Member/Teacher ELA	
Nicole Session	Member/Teacher ELA	
Colleen Kidida	Member/Assistant Principal	
Lu-Hung Huang	Member/Parent	
Angela Morgan	Member/Parent	
Sondra Rakitovan	Member/Parent	
Limor Brantz	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, students in grades 6, 7, and 8 will be engaged in at least one literacy and one math task that has multiple entry points for all learners and which are embedded in a rigorous curriculum unit aligned to the Common Core as evidenced by individual student portfolios.

By June 2012, teachers will identify and create a Common Core-aligned task bundle that incorporates rigorous student work that is accessible to all learners.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Student performance trends are two-fold over the last two years. ELA and Mathematics standardized exam scores dropped in 2010 when NYS changed the cut-scores for all grades. While our students' scores in Mathematics grew by two (2) percent in 2011, our ELA scores dropped another 4 percent. This was disheartening because we worked very hard to create a new curriculum aligned to the NYS standards and the new Common Core Learning Standards.

Unfortunately, the reduced ELA scores with Special Education and English Language Learner students placed our school out of our "good standing" designation with NYS. We have been designated as a SINI Year 1 school (School In Need of Improvement). Our goal is to improve literacy throughout the school with a focus on our special education and ELL populations. 2 continuous years of reaching the state goals for ELL and Special Education populations will put us back in "good standing".

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

In literacy, the task bundle will be aligned to a strategically selected common core literacy focused standard, which are as follows:

Literacy Grades 6,7,8 – Written analysis of informational texts (Reading Informational Text Standards 1 and 10)

In math, the curriculum unit will be aligned to the overall standard of practice or a strategically selected common core mathematics domain of focus including student modeling and demonstration. The units are as follows:

Math Grades 6-7 – Ratios and Proportional Relationships

Math Grade 8– Expressions and Equations

Integrated Algebra –Reasoning with Equations and Inequalities

The School Planning Team will participate in Network sponsored professional development designed to support their identifying and/or creating task bundles aligned with Common Core Standards and which include rigorous student work for all students.

The School Planning Team will plan for professional development with grade and department teams supporting the acquisition of skills and knowledge related to creating and implementing the described task bundles and their assessment component.

Network in school professional development and task creation support provided by the Network Instructional CCLS Coach.

School Coaches and administration will support their teachers on implementing the aligned task bundles with their classes.

Instructional Grade Team meetings and department meetings will secure the creation, implementation, and collaborative understanding of these tasks.

Administrative oversight will act as quality control in the creation and implementation of task bundles.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to continue to attract Highly-Qualified Teachers, we will do the following:

1. Continue our partnership with St. John's University to attract their best graduates from the student teacher core that trains in our school
2. Continue to use the Open Market Transfer System to attract veteran teachers who are capable and hardworking
3. Continue to rely on our current teaching staff to recommend quality teachers who will be a good fit for our school and our standards of excellence

To ensure that current staff become highly qualified, we will continue:

1. Weekly professional development opportunities in each department
2. Weekly Instructional Grade Team meetings with a focus in professional development
3. Have each of our mandated Faculty Conferences run as professional development workshops for teachers
4. Have professional development in content areas as part of each monthly department meeting
5. Continue to use CEI Network Professional Development Consultants to work with teachers in need
6. Continue to send our PD Coaches (in literacy and mathematics) to monthly PD workshops created by the network to turnkey to staff

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Literacy and Math Coaches to improve teacher effectiveness and to support implementation of the Common Core State Standards
 - Morning Tutorial which focuses on improving literacy and mathematical skills

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (Tax Levy), Title III, RttT and human resources were used to implement this action plan to target all students, including at-risk ELLs and SWD students from Sept. 2011-June 2012 as indicated below:

- Supervisor per session and Teacher per session for after school programs and differentiated professional development.
- Additional Guidance services to support the at-risk learner
- Curriculum and staff development provided by consultants
- Professional instructional materials to support curriculum development during the regular school day.
- Instructional materials and software for use during the day school and extended day programs.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 26Q216 will establish a Response to Intervention Team; the RIT team will define policies and procedures that outline a protocol for identifying and supporting students by ensuring that interventions are matched strategically to student academic and behavioral needs

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

There has been a rise in referrals to Special Education over the past two school years. We realized that the school needed to focus on the children who are in the greatest danger of being evaluated and recommended for special education. A response to intervention protocol is needed with clear direction as to how to assist these at-risk students and make them more successful in school without a special education referral. Although our Pupil Personnel Team (PPT) was very successful in utilizing teachers, administration, guidance, and school-based support personnel to identify and create action plans to help children deemed in need at Ryan, it was evident that we needed to create a better system and a more focused team to address our growing concern.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The RTI team will identify, study and support the needs of identified at risk students. The list of individual students being focused on will be updated regularly and kept on file.

Selected classroom teachers will utilize student data to organize instructional groups for differentiated learning and ensure that research-based interventions will be planned and utilized for all targeted Tier II students.

Two RTI Teams (consisting of teachers, guidance counselors, assistant principals, and school-based support staff) will be represented at three RTI professional development conferences during the course of the year, led by the network and used to establish the professional development needed by school staff. The training will develop capacity in the following areas:

- Develop and build capacity in key teacher leaders and model their best practice throughout the school through the use of the inquiry model of action research.
- Select a screening tool(s) relevant to the skills being tested and the age/grade level of the student being assessed based on the curriculum aligned with the State learning standards.
- Establish a yearly, school-wide schedule for screening procedures to ensure that the screenings are completed consistently and reliably.

- Provide school-wide training focusing on standardized administration of screening tool(s) and interpretation of results.
- Identify students who fall below the established cut-point or benchmark.
- Use progress monitoring to confirm students' risk status on school-wide screening by conducting at least five weeks of weekly monitoring of the student's response to the Tier 1 core instructional program.
- Use progress monitoring to inform instructional effectiveness and the need for changes in instruction or intervention of ELLs and students with special needs.
- Use ESL methodology in all three tiers (support is provided when needed to help rule out limited English proficiency or lack of appropriate instruction as causes of learning difficulties).
- Implement evidenced-based practices/interventions shown to be effective and validated for ELLs and students with special needs.

The RTI team(s) will review screening results to determine what changes or interventions are appropriate for the students identified.

The school-based RTI Team(s) will meet with Network support staff to establish or enhance best practices in the area of RTI.

Individual classroom teachers will use classroom and assessment data to make instructional adjustments and monitor progress overtime for all students.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to continue to attract Highly-Qualified Teachers, we will do the following:

1. Continue our partnership with St. John's University to attract their best graduates from the student teacher core that trains in our school
2. Continue to use the Open Market Transfer System to attract veteran teachers who are capable and hardworking
3. Continue to rely on our current teaching staff to recommend quality teachers who will be a good fit for our school and our standards of excellence

To ensure that current staff become highly qualified, we will continue:

1. Weekly professional development opportunities in each department
2. Weekly Instructional Grade Team meetings with a focus in professional development

3. Have each of our mandated Faculty Conferences run as professional development workshops for teachers
4. Have professional development in content areas as part of each monthly department meeting
5. Continue to use CEI Network Professional Development Consultants to work with teachers in need
6. Continue to send our PD Coaches (in literacy and mathematics) to monthly PD workshops created by the network to turnkey to staff

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Literacy and Math Coaches to improve teacher effectiveness and to support implementation of the Common Core State Standards
 - Morning Tutorial which focuses on improving literacy and mathematical skills

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (Tax Levy), Title III, RttT and human resources were used to implement this action plan to target all students, including at-risk ELLs and SWD students from Sept. 2011-June 2012 as indicated below:

- Supervisor per session and Teacher per session for after school programs and differentiated professional development.
- Additional Guidance services to support the at-risk learner
- Curriculum and staff development provided by consultants
- Professional instructional materials to support curriculum development during the regular school day.
- Instructional materials and software for use during the day school and extended day programs.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Through increased awareness and utilization of the Sheltered Instruction Observation Protocol (SIOP), by June 2012, all teachers will become more effective in instructional practices that result in the enhancement of language learning proficiency of all students as evidenced in teachers' lesson plans and preparation, observed lessons focused on the SIOP model (formal and informal), and timely SIOP protocol written feedback to teachers from administration.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Student performance trends are two-fold over the last two years. ELA and Mathematics standardized exam scores dropped in 2010 when NYS changed the cut-scores for all grades. While our students' scores in Mathematics grew by two (2) percent in 2011, our ELA scores dropped another 4 percent. This was disheartening because we worked very hard to create a new curriculum aligned to the NYS standards and the new Common Core Learning Standards.

Unfortunately, the reduced ELA scores with Special Education and English Language Learner students placed our school out of our "good standing" designation with NYS. We have been designated as a SINI Year 1 school (School In Need of Improvement). Our goal is to improve literacy throughout the school with a focus on our special education and ELL populations. 2 continuous years of reaching the state goals for ELL and Special Education populations will put us back in "good standing".

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Ongoing professional development in SIOP mode; beginning with whole staff development on the following dates:

- September 8, 2011
- November 8, 2011
- June 7, 2012

School Planning Team will participate in the CFN sponsored professional development

School-Based SIOP Team will create a plan to implement SIOP into the instructional fabric in targeted classrooms

The school will continue to support professional development for the instructional staff implementing the model

Provide teachers with a SIOP framework, aligned to Danielson, as a tool for planning, implementing and reflecting on practice

CFN Support Team will provide in-class coaching for teachers

As a result of Network training in the implementation of the SIOP, teacher instructional plans will show evidence of both language learning objectives in all content areas as well as instructional objectives.

All content subject area teachers will have the following in every lesson to support language acquisition:

- Focus Question (used to introduce the lesson and again in the summary portion)
- Academic Language (academic vocabulary necessary for that particular lesson)
- Streamlined Agenda featuring and Introduction, Work Period, and Summary

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to continue to attract Highly-Qualified Teachers, we will do the following:

1. Continue our partnership with St. John's University to attract their best graduates from the student teacher core that trains in our school
2. Continue to use the Open Market Transfer System to attract veteran teachers who are capable and hardworking
3. Continue to rely on our current teaching staff to recommend quality teachers who will be a good fit for our school and our standards of excellence

To ensure that current staff become highly qualified, we will continue:

1. Weekly professional development opportunities in each department
2. Weekly Instructional Grade Team meetings with a focus in professional development
3. Have each of our mandated Faculty Conferences run as professional development workshops for teachers

4. Have professional development in content areas as part of each monthly department meeting
5. Continue to use CEI Network Professional Development Consultants to work with teachers in need
6. Continue to send our PD Coaches (in literacy and mathematics) to monthly PD workshops created by the network to turnkey to staff

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Literacy and Math Coaches to improve teacher effectiveness and to support implementation of the Common Core State Standards
 - Morning Tutorial which focuses on improving literacy and mathematical skills

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (Tax Levy), Title III, RttT and human resources were used to implement this action plan to target all students, including at-risk ELLs and SWD students from Sept. 2011-June 2012 as indicated below:

- Supervisor per session and Teacher per session for after school programs and differentiated professional development.
- Additional Guidance services to support the at-risk learner
- Curriculum and staff development provided by consultants
- Professional instructional materials to support curriculum development during the regular school day.
- Instructional materials and software for use during the day school and extended day programs.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	106	53	12	12	26	5	6	N/A
7	152	72	12	12	36	3	16	N/A
8	167	50	12	12	55	5	15	N/A
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ol style="list-style-type: none"> 1. Morning Tutorial; AIS English Language Arts 2. Small Group 3. Before or After School
Mathematics	<ol style="list-style-type: none"> 1. Morning Tutorial; AIS Mathematics 2. Small Group 3. Before or After School
Science	<ol style="list-style-type: none"> 1. Study Skills 2. Small Group 3. During the school day
Social Studies	<ol style="list-style-type: none"> 1. Study Skills 2. Small Group 3. During the school day
At-risk Services provided by the Guidance Counselor	<ol style="list-style-type: none"> 1. Mandated Counseling; At-risk Counseling 2. Small Group and one-to-one 3. During the school day
At-risk Services provided by the School Psychologist	<ol style="list-style-type: none"> 1. Mandated Counseling; At-risk Counseling 2. Small Group and one-to-one 3. During the school day
At-risk Services provided by the Social Worker	<ol style="list-style-type: none"> 1. Mandated Counseling; At-risk Counseling 2. Small Group and one-to-one 3. During the school day

At-risk Health-related Services	N/A
--	------------

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 26Q216 **School Name:** George J. Ryan Middle School 216

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Student performance trends are two-fold over the last two years. ELA and Mathematics standardized exam scores dropped in 2010 when NYS changed the cut-scores for all grades. While our students' scores in Mathematics grew by two (2) percent in 2011, our ELA scores dropped another 4 percent. This was disheartening because we worked very hard to create a new curriculum aligned to the NYS standards and the new Common Core Learning Standards.

Unfortunately, the reduced ELA scores with Special Education and English Language Learner students placed our school out of our "good standing" designation with NYS. We have been designated as a SINI Year 1 school (School In Need of Improvement). Our goal is to improve literacy throughout the school with a focus on our special education and ELL populations. Two consecutive years of reaching the state goals for ELL and Special Education populations will put us back in "good standing".

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act

To focus on the improvement of English Language Arts for Special Education students the school will establish a Response To Intervention (RTI) team. The RTI team will identify, study and support the needs of identified at risk students. The list of individual students being focused on will be updated regularly and kept on file. Selected classroom teachers will utilize student data to organize instructional groups for differentiated learning and ensure that research-based interventions will be planned and utilized for all targeted Tier II students.

Two RTI Teams (consisting of teachers, guidance counselors, assistant principals, and school-based support staff) will be represented at three RTI professional development conferences during the course of the year, led by the network and used to establish the professional development needed by school staff. The training will develop capacity in the following areas:

- Develop and build capacity in key teacher leaders and model their best practice throughout the school through the use of the inquiry model of action research.
- Select a screening tool(s) relevant to the skills being tested and the age/grade level of the student being assessed based on the curriculum aligned with the State learning standards.
- Establish a yearly, school-wide schedule for screening procedures to ensure that the screenings are completed consistently and reliably.
- Provide school-wide training focusing on standardized administration of screening tool(s) and interpretation of results.
- Identify students who fall below the established cut-point or benchmark.
- Use progress monitoring to confirm students' risk status on school-wide screening by conducting at least five weeks of weekly monitoring of the student's response to the Tier 1 core instructional program.
- Use progress monitoring to inform instructional effectiveness and the need for changes in instruction or intervention of ELLs and students with special needs.
- Use ESL methodology in all three tiers (support is provided when needed to help rule out limited English proficiency or lack of appropriate instruction as causes of learning difficulties).
- Implement evidenced-based practices/interventions shown to be effective and validated for ELLs and students with special needs.

The RTI team(s) will review screening results to determine what changes or interventions are appropriate for the students identified. The school-based RTI Team(s) will meet with Network support staff to establish or enhance best practices in the area of RTI.

Individual classroom teachers will use classroom and assessment data to make instructional adjustments and monitor progress overtime for all students.

To focus on improving the ELA assessments for English Language Learners, the school will begin to implement the researched-based Sheltered Instructional Observation Protocol (SIOP) model to improve pedagogy and assist teachers in helping all students with a specific focus on English Language Learners (ELLs). The SIOP model is a language acquisition/ academic vocabulary protocol that will enforce instruction geared towards improved language skills. This model has been proven to help ELL and Special Education students.

Ongoing professional development in SIOP mode; beginning with whole staff development on the following dates:

- September 8, 2011
- November 8, 2011
- June 7, 2012

To further infuse the model at the school-level, the following will occur:

- School Planning Team will participate in the CFN sponsored professional development
- School-Based SIOP Team will create a plan to implement SIOP into the instructional fabric in targeted classrooms
- The school will continue to support professional development for the instructional staff implementing the model
- The school will provide teachers with a SIOP framework, aligned to Danielson, as a tool for planning, implementing and reflecting on practice
- CFN Support Team will provide in-class coaching for teachers

As a result of Network training in the implementation of the SIOP, teacher instructional plans will show evidence of both language learning objectives in all content areas as well as instructional objectives.

All content subject area teachers will have the following in every lesson to support language acquisition:

- Focus Question (used to introduce the lesson and again in the summary portion)
- Academic Language (academic vocabulary necessary for that particular lesson)
- Streamlined Agenda featuring and Introduction, Work Period, and Summary

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Deborah Maldonado-CFN #534	District 26	Borough Queens	School Number 216
School Name George J. Ryan Middle School			

B. Language Allocation Policy Team Composition [?](#)

Principal Reginald Landeau, Jr.	Assistant Principal Daphne Van Dorn
Coach Linda Babbino	Coach Patrick Roberts
ESL Teacher Janet Hehir/ESL	Guidance Counselor Sandy Kovacs
Teacher/Subject Area Joan Brill/ESL	Parent Ailing Huang
Teacher/Subject Area	Parent Coordinator Susan Chang
Related Service Provider Helene Phillips	Other
Network Leader Ben Waxman	Other type here

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	3	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1267	Total Number of ELLs	118	ELLs as share of total student population (%)	9.31%
------------------------------------	-------------	----------------------	------------	---	--------------

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The parent or guardian of every newly enrolled student completes the HLIS at registration. English language learners are identified by Janet Hehir, the ESL Coordinator, a licensed pedagogue, who reviews parent responses on the HLIS. Mrs. Hehir also interviews the student. A native speaker serves as a translator. A plan has recently been developed so that an ESL teacher or instructional coach, who is available during registration, will interview and assist the parent with a translator. The LAB-R is administered within 10 days of the student's admission date. If a student's home language is Spanish, the Spanish LAB is administered within the ten day period by a Spanish speaking pedagogue. This is used to inform the school about the student's literacy in Spanish. The ESL Coordinator also receives admission/school transfer/interclass transfer notifications from the pupil accounting secretary, as well as from the guidance counselors, on an ongoing basis.. The coordinator also runs ATS reports throughout the year to screen for transfer ELL's and new admits, such as the RLER, RLAT, RNMR and RADP. Each student's LAB-R or NYSESLAT score is used to determine the required minutes of service per week according to CR Part 154. ELL's are provided with appropriate units of study within the ESL instructional program based on their scores. Adjustments to class placements or schedules are made so that newcomers are placed in a class with at least one classmate who speaks their language, when possible. All ELL's are tested annually with the NYSESLAT. The ESL Coordinator closely monitors all ELL's, including those who were previously X-coded, to insure that all students are tested. Careful analysis of appropriate ATS reports, such as the RLER for the LAB-R and the NYSESLAT, insures that all ELL's are tested annually.

2. Parents of newly identified ELL students attend an orientation within the first few weeks of enrollment and translators are made available. Going forward Parents Orientation will be offered on a bi-weekly basis for parents of newly enrolled students. Parents view the Parent Orientation Video in their native language, where available. The Translation/Interpretation Unit is used when needed. The Parent Coordinator, Susan Chang, who is a Chinese speaker, attends this orientation, as well as any other parent meetings held for parents of English language learners, such as a meeting in the spring prior to the NYSESLAT to inform parents about this assessment. School staff members, who are speakers of languages represented at the orientation meeting, are available to translate at the orientation and any other meetings held by the ESL Coordinator for parents. Parents have ample opportunity for questions after viewing the video at the orientation. Parents fill out the Parent Survey and Selection form in their home language after viewing the video and having their questions answered.

3. Duplicate Parent Survey and Selection forms are sent to the parents of new students who do not return them. The coordinator calls the home of any student who does not return the program selection form, using a staff member who speaks the home language to ensure that the parent understands. Once the forms are received, parent choices are screened. The trend for the past few years has been overwhelmingly ESL. If a parent should request a bilingual or dual language program, there is a system in place to keep a record of parent requests for such programs and parent requests will be honored should there be a sufficient amount of students for a bilingual or dual language class.

4. Every new ELL receives an entitlement letter in the home language after the administration of the LAB-R. After the parent returns the Parent Survey and Program Selection form, a placement letter is sent to the parent in the home language to inform the parent about

their child's placement in our ESL program. Students are placed with one of the two ESL teachers, according to their language proficiency as indicated by the LAB-R. Parents of students who pass the LAB-R receive letters in their home language indicating they passed the assessment and are not entitled to ESL services.

ELL's who are continuing in the school's ESL program receive continuation letters at the beginning of the school year and students who pass the NYSESLAT receive letters informing their parents that they have passed and are no longer eligible for ESL services. All of the notification letters contain the coordinator's name and telephone number should the parent have any need to communicate with the school about their child's placement. All parent communication is sent in the home language. Copies of the HLIS, Parent Survey and Selection forms, Entitlement letters, placement letters, are kept in the student's cumulative record, in the main office, and in the coordinator's binder. Parents who choose a bilingual or transitional bilingual program on the selection form are informed, in their native language through a translator, that the only program at Ryan is English as a Second Language. Parents will be informed that MS 216 will keep records regarding their request and will open new programs when there are a sufficient number of parents requesting the program for their children.

5. The trend for the past few years has been overwhelmingly ESL program choice. On the rare occasions when parents request bi-lingual or dual language programs, we inform the parents that we do not currently offer that program, however, we will be keeping of record of those request and opening a class if we have sufficient interest. Parents are also informed of schools that offer bi-lingual or dual language programs.

6 Yes, they are aligned because the overwhelming number of parents have requested a free-standing ESL program. As discussed above, we keep detailed records of parent choices so that we can open new programs as necessary.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							0	0	0					0
Push-In							2	0	0					2
Total	0	0	0	0	0	0	2	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	118	Newcomers (ELLs receiving service 0-3 years)	85	Special Education	11
SIFE	7	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	15

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	85	4	4	18	3	4	15	0	3	118
Total	85	4	4	18	3	4	15	0	3	118

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	7	5					15
Chinese							6	6	11					23
Russian							1	1	0					2
Bengali							11	15	19					45
Urdu							2	0	7					9
Arabic							0	0	1					1
Haitian							0	0	0					0
French							0	0	0					0
Korean							3	3	7					13
Punjabi							2	1	1					4

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish							0	0	0					0
Albanian							0	0	0					0
Other							3	1	2					6
TOTAL	0	0	0	0	0	0	31	34	53	0	0	0	0	118

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. In the 6th grade, the school utilizes both push-in and pull-out ESL program models. In the 6th grade, the majority of ELL students are grouped into two classes with non-ELL students. ESL teachers push-in to the students' ELA classes 4 periods per week (180 minutes) and beginner and intermediate students receive an additional 180 minutes of pull-out instruction. This model allows the ESL teachers to facilitate academic language development, reading comprehension skills, and writing skills within the grade level ELA class. In addition, it allows the ESL teachers to identify areas for growth to target during their small group pull-out instruction. It also allows the ESL teachers to use pull out instruction to build background knowledge that can then be used in the content area classes to enhance student understanding. This year the ESL teachers will be meeting weekly with the two sixth grade ELA teachers that they push in with in order to coordinate the plans for the upcoming week, align curriculum maps, and share student assessment information.

All 7th and 8th grade ELL students receive ESL instruction utilizing a pull-put model. During the pull out model, ESL teachers provide targeted instruction designed to promote language proficiency and acquisition of academic language.

1b. The ESL pull-out programs are ungraded and heterogeneous. The two ESL teachers divide the ELL's into two groups based on proficiency levels: Beginner/Low Intermediate and High Intermediate/Advanced. The students are then programmed for the required periods of ESL instruction in accordance with the English language requirements outlined in the Commissioner's Regulations Part 154.

A. Programming and Scheduling Information

In the ESL classroom all instruction is in English; however, the student's use of the native language during activities that pair advanced students with beginners is not discouraged. Moreover, students are encouraged to build literacy skills in their native language. In addition to English books found in the leveled multicultural classroom library, books in other languages are available. This year we will purchase additional multicultural native language libraries. A rich text environment complete with changing word walls, vocabulary charts and comprehension strategy charts with teaching points promotes the skills included in the ELA balanced literacy units of study.

2a. Each ELL student's program is reviewed carefully to ensure that the mandated number of instructional minutes are met in accordance with CR Part 154. Each ELL student's program is recorded into an excel spreadsheet which includes the precise days and periods that ESL instruction will take place. Beginner and Intermediate level students will receive 360 minutes of mandated instruction each week and Advanced students will receive 180 minutes. In addition, all ELL students receive targeted differentiated instruction 4 times a week during the 37.5 minute morning tutorial program. All classes are taught in English with necessary native language supports.

3. Content area instruction is delivered in English using ESL researched based strategies that are rigorous and serve to scaffold and differentiate learning among ELL students. MS 216 considers all teachers to be instructors of ELLs and to that end all teachers utilize the Sheltered Instruction Observation Protocol (SIOP) to inform classroom instruction. This model helps teachers plan and execute lessons that help students acquire academic language and content while becoming proficient in English. Teachers use a variety of Sheltered English Instructional strategies, including using graphic organizers, modifying speech rate and tone, visuals, and relating content to students background experience.

4. Since we have a free standing ESL program, all assessments and evaluations are in English. The Spanish LAB is used to assess literacy in Spanish for new ELL's.

5a. SIFE students are included in all intervention services through pull out and after school programs to address their specific needs. They are provided with family counseling by the school social worker. SIFE students also meet regularly with the guidance counselor and are monitored by the RTI team.

5b. Newcomers are given targeted instruction in the early morning tutorial program that occurs for the first 37.5 minutes of our official school day. Chinese speakers are taught by a teacher who is a native Chinese speaker. In addition, all newcomer students will be targeted during the Title III After School Program.

Standards-aligned texts are used to prepare students for success in their content area classes. Differentiated activities are provided to individualize instruction based on proficiency level, to develop literacy skills through the use of comprehension strategies and higher order thinking. All teacher made materials (unit plans, lesson plans, readings and assignments) are within the framework of Content Based Instruction.

ELL students who are required to take the ELA exam are provided with the same rigorous common-core aligned instruction as non-ELL students. Instruction is differentiated and scaffolded to ensure that students are able to meet the required standards. Students are given quarterly interim assessments and the data is used to target the reading comprehension, writing, and listening skills that the students need to develop. This data is utilized to design interventions and instructions both during the regular school day as well as during small group instruction during the morning tutorial program and afterschool program.

5c. ESL teachers utilize a variety of assessments to determine which skills ELLs receiving service 4 to 6 years need to develop. ESL teachers and supervising administrators carefully analyze the data and instruction is then carefully crafted to target the skills that students need to develop. During the morning tutorial program ELLs are grouped together and provided instruction based on their needs. Teachers use workbooks, SRA kits, and online resources to deliver instruction. ELLs receiving services 4-6 years will also be targeted during our after-school and Saturday program.

5d. In addition, to the plan and strategies described above in section 5c Long Term ELLs will be referred to the RTI committee. The RTI committee will implement a variety of interventions and instructional strategies to support the students' progress.

6. ELL-SWD are instructed with the same grade level materials and texts as non ELL-SWD students. Instruction is modified and scaffolded to meet the needs of individual students. In addition, all teachers use SIOP when planning instruction.

ELL-SWDs IEPs are carefully reviewed, monitored and implemented by each individual students' special education teacher, general education teachers, and related service providers. In addition, the special education supervising Assistant Principal utilizes a spreadsheet to

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%

A. Programming and Scheduling Information

teachers access and review students IEPs using SESIS to ensure that the strategies and accommodations outlined in the IEP are fully implemented during ESL instruction.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
 9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
 10. What new programs or improvements will be considered for the upcoming school year?
 11. What programs/services for ELLs will be discontinued and why?
 12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
 15. Do required services support, and resources correspond to ELLs' ages and grade levels?
 16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
 17. What language electives are offered to ELLs?
8. ELL's who score on levels 1 or 2 on the NYS ELA or Math Exam are targeted for After School Academic Intervention Services, and also attend a Morning Tutorial program. These programs are taught in English. According to latest NYS testing data 75% of the ELL students who took the ELA exam received a level 1 or 2 and 41% scored a level 1 or 2 on the Math exam. Social Studies and Science teachers are provided with data pertaining to their ELL students, and with instructional strategies that can be used in the classroom to differentiate instruction for these students. All classes are taught in English, however, native language support is offered using books, glossaries, and the internet. During the Morning Tutorial program (37.5 minutes program), which all ELLs are mandated to attend, teachers use a variety of content area reading materials to help build background knowledge and Social Studies and Science related skills.
9. In order to provide transitional support to ELLs who have reached proficiency, we provide all mandated testing accommodations including extended time, separate location, translated test, and bi-lingual glossaries. In addition, all teachers use SIOP to plan and deliver instruction that aids in the acquisition of academic vocabulary and therefore supports the transition into a completely mainstreamed program.
10. This year each teacher will use SIOP in order to plan daily instruction that supports academic vocabulary development and ELL student achievement. In addition, specific on-line interim assessments designed for ELLs will be considered in order to quickly collect and analyze data. A variety of computer based programs and IPAD apps will be researched in order to assess whether they can be leveraged to enhance our current instructional practices and accelerate learning for ELL students. The Inquiry Team this year will again focus on supporting ELL students. In addition, a study group consisting of the ESL Specialist, content area teachers and administrators will meet regularly throughout the year to focus on strategies to support ELL's to improve their oral and written communication skills. The information and successful instructional strategies that were gathered during last year's inquiry team and study group will be shared with all staff members during instructional department meetings and through our school website.
11. No programs/services for ELLs will be discontinued.
12. MS 216 has a variety of afterschool programs, as well as a Saturday enrichment program. These programs are described during morning and afternoon announcements and in the monthly student newsletter. These programs are also announced on our school website which can be translated into a variety of languages. ELL students are invited to participate fully in all school extra-curricular activities such as handball, robotics, yearbook, basketball, and Student Organization. In addition there is a community based organization sponsored after-school program that ELL students are encouraged to attend. Both ESL teachers inform students about available after-school activities and help with the registration process.
13. A variety of instructional materials are used to support ELLs. Teachers determine which materials to use based on the data they collect during assessments and classroom observations. These materials include but, are not limited to, bi-lingual dictionaries, texts in the students native language, IPADs, smartboards, and laptops. Core curriculum science and social studies textbooks are also provided in Spanish. We are also researching computer programs that will allow for individualized personalized instruction.
14. Native language support is delivered to ELL students through cooperative learning with peers, as well as through bilingual dictionaries, glossaries, and electronic translators.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. ELL's who score on levels 1 or 2 on the NYS ELA or Math Exam are targeted for After School Academic Intervention Services, and also attend a Morning Tutorial program. These programs are taught in English. According to latest NYS testing data 75% of the ELL students who took the ELA exam received a level 1 or 2 and 41% scored a level 1 or 2 on the Math exam.

Social Studies and Science teachers are provided with data pertaining to their ELL students, and with instructional strategies that can be used in the classroom to differentiate instruction for these students. All classes are taught in English, however, native language support is offered using books, glossaries, and the internet. During the Morning Tutorial program (37.5 minutes program), which all ELLs are mandated to attend, teachers use a variety of content area reading materials to help build background knowledge and Social Studies and Science related skills.

9. In order to provide transitional support to ELLs who have reached proficiency, we provide all mandated testing accommodations including extended time, separate location, translated test, and bi-lingual glossaries. In addition, all teachers use SIOP to plan and deliver instruction that aids in the acquisition of academic vocabulary and therefore supports the transition into a completely mainstreamed program.

10. This year each teacher will use SIOP in order to plan daily instruction that supports academic vocabulary development and ELL student achievement. In addition, specific on-line interim assessments designed for ELLs will be considered in order to quickly collect and analyze data. A variety of computer based programs and IPAD apps will be researched in order to assess whether they can be leveraged to enhance our current instructional practices and accelerate learning for ELL students.

The Inquiry Team this year will again focus on supporting ELL students. In addition, a study group consisting of the ESL Specialist, content area teachers and administrators will meet regularly throughout the year to focus on strategies to support ELL's to improve their oral and written communication skills. The information and successful instructional strategies that were gathered during last year's inquiry team and study group will be shared with all staff members during instructional department meetings and through our school website.

11. No programs/services for ELLs will be discontinued.

12. MS 216 has a variety of afterschool programs, as well as a Saturday enrichment program. These programs are described during morning and afternoon announcements and in the monthly student newsletter. These programs are also announced on our school website which can be translated into a variety of languages. ELL students are invited to participate fully in all school extra-curricular activities such as handball, robotics, yearbook, basketball, and Student Organization. In addition there is a community based organization sponsored after-school program that ELL students are encouraged to attend. Both ESL teachers inform students about available after-school activities and help with the registration process.

13. A variety of instructional materials are used to support ELLs. Teachers determine which materials to use based on the data they collect during assessments and classroom observations. These materials include but, are not limited to, bi-lingual dictionaries, texts in the students native language, IPADs, smartboards, and laptops. Core curriculum science and social studies textbooks are also provided in Spanish. We are also researching computer programs that will allow for individualized personalized instruction.

14. Native language support is delivered to ELL students through cooperative learning with peers, as well as through bilingual dictionaries, glossaries, and electronic translators.

15. Our ESL staff, general education staff, and administrators are all experienced in adolescent social, emotional, and academic development and all required services are age and grade-level appropriate.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. ELL's who score on levels 1 or 2 on the NYS ELA or Math Exam are targeted for After School Academic Intervention Services, and also attend a Morning Tutorial program. These programs are taught in English. According to latest NYS testing data 75% of the ELL students who took the ELA exam received a level 1 or 2 and 41% scored a level 1 or 2 on the Math exam.

Social Studies and Science teachers are provided with data pertaining to their ELL students, and with instructional strategies that can be used in the classroom to differentiate instruction for these students. All classes are taught in English, however, native language support is offered using books, glossaries, and the internet. During the Morning Tutorial program (37.5 minutes program), which all ELLs are mandated to attend, teachers use a variety of content area reading materials to help build background knowledge and Social Studies and Science related skills.

9. In order to provide transitional support to ELLs who have reached proficiency, we provide all mandated testing accommodations including extended time, separate location, translated test, and bi-lingual glossaries. In addition, all teachers use SIOP to plan and deliver instruction that aids in the acquisition of academic vocabulary and therefore supports the transition into a completely mainstreamed program.

10. This year each teacher will use SIOP in order to plan daily instruction that supports academic vocabulary development and ELL student achievement. In addition, specific on-line interim assessments designed for ELLs will be considered in order to quickly collect and analyze data. A variety of computer based programs and IPAD apps will be researched in order to assess whether they can be leveraged to enhance our current instructional practices and accelerate learning for ELL students.

The Inquiry Team this year will again focus on supporting ELL students. In addition, a study group consisting of the ESL Specialist, content area teachers and administrators will meet regularly throughout the year to focus on strategies to support ELL's to improve their oral and written communication skills. The information and successful instructional strategies that were gathered during last year's inquiry team and study group will be shared with all staff members during instructional department meetings and through our school website.

11. No programs/services for ELLs will be discontinued.

12. MS 216 has a variety of afterschool programs, as well as a Saturday enrichment program. These programs are described during morning and afternoon announcements and in the monthly student newsletter. These programs are also announced on our school website which can be translated into a variety of languages. ELL students are invited to participate fully in all school extra-curricular activities such as handball, robotics, yearbook, basketball, and Student Organization. In addition there is a community based organization sponsored after-school program that ELL students are encouraged to attend. Both ESL teachers inform students about available after-school activities and help with the registration process.

13. A variety of instructional materials are used to support ELLs. Teachers determine which materials to use based on the data they collect during assessments and classroom observations. These materials include but, are not limited to, bi-lingual dictionaries, texts in the students native language, IPADs, smartboards, and laptops. Core curriculum science and social studies textbooks are also provided in Spanish. We are also researching computer programs that will allow for individualized personalized instruction.

14. Native language support is delivered to ELL students through cooperative learning with peers, as well as through bilingual dictionaries, glossaries, and electronic translators.

15. Our ESL staff, general education staff, and administrators are all experienced in adolescent social, emotional, and academic development and all required services are age and grade-level appropriate.

16. Currently we do not have an orientation program for ELLs prior to the start of the new year; however, we will review models utilized at

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

Science:				
----------	--	--	--	--

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development is provided on and off site for teachers that serve the ELLs. The faculty will attend workshops to fulfill the 7.5 hours of ELL training. Most recently the entire staff received 5 hours of SIOP professional development and will receive another 5 hours in November. In addition, strategies for working with ELLs are discussed during weekly Instructional Department Meetings. Through the workshops, the faculty have learned and will continue to learn how to develop strategies that support ELLs to enhance their oral and written communication skills. In addition, the strategies will be aligned to content area standards. In collaboration with the school's network personnel, the faculty will receive professional workshops that include topics such as: Implementing SIOP, Differentiation of Instruction, Aligning ESL instruction to content areas and Common Core, incorporating technology into instruction, and Use of Data to plan instruction.
2. In order to assist ELL students as they transition from middle school to high school, the guidance counselors articulate to the staff and students any pertinent information for ELL students in grade 8 who will transition to high school, such as orientations, placement assessments, language instructional models at particular high schools. ELL students are also informed of the process for applying to specialized high schools in New York City and assisted with the process by the guidance counselors and the ESL specialists.
3. A record of ESL professional development attendance is kept by the ESL coordinator and the Assistant Principal. Professional development is provided on and off site for teachers that serve ELLs, including special education teachers.

The school's Administrative staff has received SIOP training and will continue to attend Professional Development in this area in order to support teachers during the implementation.

The school's Principal, Assistant Principals, and Aspiring Principals carefully review the Office of ELLS website, Principal's Weekly, Protrax, and network PD updates, for Professional Development opportunities for all staff. This includes Professional Development opportunities for teachers as well as guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators.

Current ELL PD Calendar

Topic	Date	Staff
SIOP Training	September 9, 2011 & November 8, 2011, and workshops throughout year during Instructional Team Meetings	Teachers, Administrators, Paraprofessionals
Aligning ELL instruction to Common Core	November 8, 2011	ELA, ESL, and Social Studies Teachers
Utilizing Ipad for instruction	November 2, 2011	All teachers of ELLs
BESIS Training	November 14, 2011	ESL Coordinator
Setting Up Our English Language Learners for Success: How Technology in Early Education Can Help Students with ELA Needs-Webinar	November 8, 2011	Aspiring Principal
ELL w/ Disabilities	November 17 and 18 or December 1 and 2	Parent Coordinator & Psychologist
Differentiating for ELLs in Science	December 12 and 13	Science Teachers
Models of Co-Teaching	December 12	ELA teachers & ESL teachers
Assessments Formative and Summative	December & January	ESL teachers
Use of Data to Inform Instruction of ELLs	February & March	All Teachers of ELLs
Native Language Support	March & April	All Teachers of ELLs

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development is provided on and off site for teachers that serve the ELLs. The faculty will attend workshops to fulfill the 7.5 hours of ELL training. Most recently the entire staff received 5 hours of SIOP professional development and will receive another 5 hours in November. In addition, strategies for working with ELLs are discussed during weekly Instructional Department Meetings. Through the workshops, the faculty have learned and will continue to learn how to develop strategies that support ELLs to enhance their oral and written communication skills. In addition, the strategies will be aligned to content area standards. In collaboration with the school's network personnel, the faculty will receive professional workshops that include topics such as: Implementing SIOP, Differentiation of Instruction, Aligning ESL instruction to content areas and Common Core, incorporating technology into instruction, and Use of Data to plan instruction.

2. In order to assist ELL students as they transition from middle school to high school, the guidance counselors articulate to the staff and students any pertinent information for ELL students in grade 8 who will transition to high school, such as orientations, placement assessments, language instructional models at particular high schools. ELL students are also informed of the process for applying to specialized high schools in New York City and assisted with the process by the guidance counselors and the ESL specialists.

3. A record of ESL professional development attendance is kept by the ESL coordinator and the Assistant Principal. Professional development is provided on and off site for teachers that serve ELLs, including special education teachers.

The school's Administrative staff has received SIOP training and will continue to attend Professional Development in this area in order to support teachers during the implementation.

The school's Principal, Assistant Principals, and Aspiring Principals carefully review the Office of ELLS website, Principal's Weekly, Protrax, and network PD updates, for Professional Development opportunities for all staff. This includes Professional Development opportunities for teachers as well as guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators.

Current ELL PD Calendar

Topic	Date	Staff
SIOP Training	September 9, 2011 & November 8, 2011, and workshops throughout year during Instructional Team Meetings	Teachers, Administrators, Paraprofessionals
Aligning ELL instruction to Common Core	November 8, 2011	ELA, ESL, and Social Studies Teachers
Utilizing Ipad for instruction	November 2, 2011	All teachers of ELLs
BESIS Training	November 14, 2011	ESL Coordinator
Setting Up Our English Language Learners for Success: How Technology in Early Education Can Help Students with ELA Needs-Webinar	November 8, 2011	Aspiring Principal
ELL w/ Disabilities	November 17 and 18 or December 1 and 2	Parent Coordinator & Psychologist
Differentiating for ELLs in Science	December 12 and 13	Science Teachers
Models of Co-Teaching	December 12	ELA teachers & ESL teachers
Assessments Formative and Summative	December & January	ESL teachers
Use of Data to Inform Instruction of ELLs	February & March	All Teachers of ELLs
Native Language Support	March & April	All Teachers of ELLs
Technology Integration	May	All Teachers of ELLs
Effective ELL curriculum map evaluation, monitoring and revision	June	ESL teachers

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parent involvement at MS 216 is high. Parents of ELL's are included in all parent activities, including Breakfast with the Principal, High School Information nights, Incoming Grade 6 Parent Information Night, Chinese American Parent Support Group and monthly meetings.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parent involvement at MS 216 is high. Parents of ELL's are included in all parent activities, including Breakfast with the Principal, High School Information nights, Incoming Grade 6 Parent Information Night, Chinese American Parent Support Group and monthly meetings with the Parent Coordinator. A survey is conducted every three months to screen parental needs and align workshops and activities to them.

2. Currently, we do not partner with any CBOs to provide workshops or services to ELL parents. However, we host workshops for ELL parents throughout the year. The school also deseminates to ELL parents, in their home language, information about workshops offered by the Office of English Language Learners and the United Federation of Teachers. The Parent Coordinator facilitates transportation to these workshops and often attends as well with groups of parents.

3. A survey is conducted every three months to screen parental needs and align workshops and activities to them.

4. The Parent Coordinator keeps a record of parent requests for informational workshops and response to parent surveys. Based on these requests she coordinates and holds various workshops and activities for parents.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. ELL's who score on levels 1 or 2 on the NYS ELA or Math Exam are targeted for After School Academic Intervention Services, and also attend a Morning Tutorial program. These programs are taught in English. According to latest NYS testing data 75% of the ELL students who took the ELA exam received a level 1 or 2 and 41% scored a level 1 or 2 on the Math exam.

Social Studies and Science teachers are provided with data pertaining to their ELL students, and with instructional strategies that can be used in the classroom to differentiate instruction for these students. All classes are taught in English, however, native language support is offered using books, glossaries, and the internet. During the Morning Tutorial program (37.5 minutes program), which all ELLs are mandated to attend, teachers use a variety of content area reading materials to help build background knowledge and Social Studies and Science related skills.

9. In order to provide transitional support to ELLs who have reached proficiency, we provide all mandated testing accommodations including extended time, separate location, translated test, and bi-lingual glossaries. In addition, all teachers use SIOP to plan and deliver instruction that aids in the acquisition of academic vocabulary and therefore supports the transition into a completely mainstreamed program.

10. This year each teacher will use SIOP in order to plan daily instruction that supports academic vocabulary development and ELL student achievement. In addition, specific on-line interim assessments designed for ELLs will be considered in order to quickly collect and analyze data. A variety of computer based programs and IPAD apps will be researched in order to assess whether they can be leveraged to enhance our current instructional practices and accelerate learning for ELL students.

The Inquiry Team this year will again focus on supporting ELL students. In addition, a study group consisting of the ESL Specialist, content area teachers and administrators will meet regularly throughout the year to focus on strategies to support ELL's to improve their oral and written communication skills. The information and successful instructional strategies that were gathered during last year's inquiry team and study group will be shared with all staff members during instructional department meetings and through our school website.

11. No programs/services for ELLs will be discontinued.

12. MS 216 has a variety of afterschool programs, as well as a Saturday enrichment program. These programs are described during morning and afternoon announcements and in the monthly student newsletter. These programs are also announced on our school website which can be translated into a variety of languages. ELL students are invited to participate fully in all school extra-curricular activities such as handball, robotics, yearbook, basketball, and Student Organization. In addition there is a community based organization sponsored after-school program that ELL students are encouraged to attend. Both ESL teachers inform students about available after-school activities and help with the registration process.

13. A variety of instructional materials are used to support ELLs. Teachers determine which materials to use based on the data they collect during assessments and classroom observations. These materials include but, are not limited to, bi-lingual dictionaries, texts in the students native language, IPADs, smartboards, and laptops. Core curriculum science and social studies textbooks are also provided in Spanish. We are also researching computer programs that will allow for individualized personalized instruction.

14. Native language support is delivered to ELL students through cooperative learning with peers, as well as through bilingual dictionaries, glossaries, and electronic translators.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. ELL's who score on levels 1 or 2 on the NYS ELA or Math Exam are targeted for After School Academic Intervention Services, and also attend a Morning Tutorial program. These programs are taught in English. According to latest NYS testing data 75% of the ELL students who took the ELA exam received a level 1 or 2 and 41% scored a level 1 or 2 on the Math exam.

Social Studies and Science teachers are provided with data pertaining to their ELL students, and with instructional strategies that can be used in the classroom to differentiate instruction for these students. All classes are taught in English, however, native language support is offered using books, glossaries, and the internet. During the Morning Tutorial program (37.5 minutes program), which all ELLs are mandated to attend, teachers use a variety of content area reading materials to help build background knowledge and Social Studies and Science related skills.

9. In order to provide transitional support to ELLs who have reached proficiency, we provide all mandated testing accommodations including extended time, separate location, translated test, and bi-lingual glossaries. In addition, all teachers use SIOP to plan and deliver instruction that aids in the acquisition of academic vocabulary and therefore supports the transition into a completely mainstreamed program.

10. This year each teacher will use SIOP in order to plan daily instruction that supports academic vocabulary development and ELL student achievement. In addition, specific on-line interim assessments designed for ELLs will be considered in order to quickly collect and analyze data. A variety of computer based programs and IPAD apps will be researched in order to assess whether they can be leveraged to enhance our current instructional practices and accelerate learning for ELL students.

The Inquiry Team this year will again focus on supporting ELL students. In addition, a study group consisting of the ESL Specialist, content area teachers and administrators will meet regularly throughout the year to focus on strategies to support ELL's to improve their oral and written communication skills. The information and successful instructional strategies that were gathered during last year's inquiry team and study group will be shared with all staff members during instructional department meetings and through our school website.

11. No programs/services for ELLs will be discontinued.

12. MS 216 has a variety of afterschool programs, as well as a Saturday enrichment program. These programs are described during morning and afternoon announcements and in the monthly student newsletter. These programs are also announced on our school website which can be translated into a variety of languages. ELL students are invited to participate fully in all school extra-curricular activities such as handball, robotics, yearbook, basketball, and Student Organization. In addition there is a community based organization sponsored after-school program that ELL students are encouraged to attend. Both ESL teachers inform students about available after-school activities and help with the registration process.

13. A variety of instructional materials are used to support ELLs. Teachers determine which materials to use based on the data they collect during assessments and classroom observations. These materials include but, are not limited to, bi-lingual dictionaries, texts in the students native language, IPADs, smartboards, and laptops. Core curriculum science and social studies textbooks are also provided in Spanish. We are also researching computer programs that will allow for individualized personalized instruction.

14. Native language support is delivered to ELL students through cooperative learning with peers, as well as through bilingual dictionaries, glossaries, and electronic translators.

15. Our ESL staff, general education staff, and administrators are all experienced in adolescent social, emotional, and academic development and all required services are age and grade-level appropriate.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. ELL's who score on levels 1 or 2 on the NYS ELA or Math Exam are targeted for After School Academic Intervention Services, and also attend a Morning Tutorial program. These programs are taught in English. According to latest NYS testing data 75% of the ELL students who took the ELA exam received a level 1 or 2 and 41% scored a level 1 or 2 on the Math exam.

Social Studies and Science teachers are provided with data pertaining to their ELL students, and with instructional strategies that can be used in the classroom to differentiate instruction for these students. All classes are taught in English, however, native language support is offered using books, glossaries, and the internet. During the Morning Tutorial program (37.5 minutes program), which all ELLs are mandated to attend, teachers use a variety of content area reading materials to help build background knowledge and Social Studies and Science related skills.

9. In order to provide transitional support to ELLs who have reached proficiency, we provide all mandated testing accommodations including extended time, separate location, translated test, and bi-lingual glossaries. In addition, all teachers use SIOP to plan and deliver instruction that aids in the acquisition of academic vocabulary and therefore supports the transition into a completely mainstreamed program.

10. This year each teacher will use SIOP in order to plan daily instruction that supports academic vocabulary development and ELL student achievement. In addition, specific on-line interim assessments designed for ELLs will be considered in order to quickly collect and analyze data. A variety of computer based programs and IPAD apps will be researched in order to assess whether they can be leveraged to enhance our current instructional practices and accelerate learning for ELL students.

The Inquiry Team this year will again focus on supporting ELL students. In addition, a study group consisting of the ESL Specialist, content area teachers and administrators will meet regularly throughout the year to focus on strategies to support ELL's to improve their oral and written communication skills. The information and successful instructional strategies that were gathered during last year's inquiry team and study group will be shared with all staff members during instructional department meetings and through our school website.

11. No programs/services for ELLs will be discontinued.

12. MS 216 has a variety of afterschool programs, as well as a Saturday enrichment program. These programs are described during morning and afternoon announcements and in the monthly student newsletter. These programs are also announced on our school website which can be translated into a variety of languages. ELL students are invited to participate fully in all school extra-curricular activities such as handball, robotics, yearbook, basketball, and Student Organization. In addition there is a community based organization sponsored after-school program that ELL students are encouraged to attend. Both ESL teachers inform students about available after-school activities and help with the registration process.

13. A variety of instructional materials are used to support ELLs. Teachers determine which materials to use based on the data they collect during assessments and classroom observations. These materials include but, are not limited to, bi-lingual dictionaries, texts in the students native language, IPADs, smartboards, and laptops. Core curriculum science and social studies textbooks are also provided in Spanish. We are also researching computer programs that will allow for individualized personalized instruction.

14. Native language support is delivered to ELL students through cooperative learning with peers, as well as through bilingual dictionaries, glossaries, and electronic translators.

15. Our ESL staff, general education staff, and administrators are all experienced in adolescent social, emotional, and academic development and all required services are age and grade-level appropriate.

16. Currently we do not have an orientation program for ELLs prior to the start of the new year; however, we will review models utilized at

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development is provided on and off site for teachers that serve the ELLs. The faculty will attend workshops to fulfill the 7.5 hours of ELL training. Most recently the entire staff received 5 hours of SIOP professional development and will receive another 5 hours in November. In addition, strategies for working with ELLs are discussed during weekly Instructional Department Meetings. Through the workshops, the faculty have learned and will continue to learn how to develop strategies that support ELLs to enhance their oral and written communication skills. In addition, the strategies will be aligned to content area standards. In collaboration with the school's network personnel, the faculty will receive professional workshops that include topics such as: Implementing SIOP, Differentiation of Instruction, Aligning ESL instruction to content areas and Common Core, incorporating technology into instruction, and Use of Data to plan instruction.

2. In order to assist ELL students as they transition from middle school to high school, the guidance counselors articulate to the staff and students any pertinent information for ELL students in grade 8 who will transition to high school, such as orientations, placement assessments, language instructional models at particular high schools. ELL students are also informed of the process for applying to specialized high schools in New York City and assisted with the process by the guidance counselors and the ESL specialists.

3. A record of ESL professional development attendance is kept by the ESL coordinator and the Assistant Principal. Professional development is provided on and off site for teachers that serve ELLs, including special education teachers.

The school's Administrative staff has received SIOP training and will continue to attend Professional Development in this area in order to support teachers during the implementation.

The school's Principal, Assistant Principals, and Aspiring Principals carefully review the Office of ELLS website, Principal's Weekly, Protrax, and network PD updates, for Professional Development opportunities for all staff. This includes Professional Development opportunities for teachers as well as guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators.

Current ELL PD Calendar

Topic	Date	Staff
SIOP Training	September 9, 2011 & November 8, 2011, and workshops throughout year during Instructional Team Meetings	Teachers, Administrators, Paraprofessionals
Aligning ELL instruction to Common Core	November 8, 2011	ELA, ESL, and Social Studies Teachers
Utilizing I pads for instruction	November 2, 2011	All teachers of ELLs
BESIS Training	November 14, 2011	ESL Coordinator
Setting Up Our English Language Learners for Success: How Technology in Early Education Can Help Students with ELA Needs-Webinar	November 8, 2011	Aspiring Principal
ELL w/ Disabilities	November 17 and 18 or December 1 and 2	Parent Coordinator & Psychologist
Differentiating for ELLs in Science	December 12 and 13	Science Teachers
Models of Co-Teaching	December 12	ELA teachers & ESL teachers
Assessments Formative and Summative	December & January	ESL teachers
Use of Data to Inform Instruction of ELLs	February & March	All Teachers of ELLs
Native Language Support	March & April	All Teachers of ELLs

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development is provided on and off site for teachers that serve the ELLs. The faculty will attend workshops to fulfill the 7.5 hours of ELL training. Most recently the entire staff received 5 hours of SIOP professional development and will receive another 5 hours in November. In addition, strategies for working with ELLs are discussed during weekly Instructional Department Meetings. Through the workshops, the faculty have learned and will continue to learn how to develop strategies that support ELLs to enhance their oral and written communication skills. In addition, the strategies will be aligned to content area standards. In collaboration with the school's network personnel, the faculty will receive professional workshops that include topics such as: Implementing SIOP, Differentiation of Instruction, Aligning ESL instruction to content areas and Common Core, incorporating technology into instruction, and Use of Data to plan instruction.

2. In order to assist ELL students as they transition from middle school to high school, the guidance counselors articulate to the staff and students any pertinent information for ELL students in grade 8 who will transition to high school, such as orientations, placement assessments, language instructional models at particular high schools. ELL students are also informed of the process for applying to specialized high schools in New York City and assisted with the process by the guidance counselors and the ESL specialists.

3. A record of ESL professional development attendance is kept by the ESL coordinator and the Assistant Principal. Professional development is provided on and off site for teachers that serve ELLs, including special education teachers.

The school's Administrative staff has received SIOP training and will continue to attend Professional Development in this area in order to support teachers during the implementation.

The school's Principal, Assistant Principals, and Aspiring Principals carefully review the Office of ELLS website, Principal's Weekly, Protrax, and network PD updates, for Professional Development opportunities for all staff. This includes Professional Development opportunities for teachers as well as guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators.

Current ELL PD Calendar

Topic	Date	Staff
SIOP Training	September 9, 2011 & November 8, 2011, and workshops throughout year during Instructional Team Meetings	Teachers, Administrators, Paraprofessionals
Aligning ELL instruction to Common Core	November 8, 2011	ELA, ESL, and Social Studies Teachers
Utilizing Ipad for instruction	November 2, 2011	All teachers of ELLs
BESIS Training	November 14, 2011	ESL Coordinator
Setting Up Our English Language Learners for Success: How Technology in Early Education Can Help Students with ELA Needs-Webinar	November 8, 2011	Aspiring Principal
ELL w/ Disabilities	November 17 and 18 or December 1 and 2	Parent Coordinator & Psychologist
Differentiating for ELLs in Science	December 12 and 13	Science Teachers
Models of Co-Teaching	December 12	ELA teachers & ESL teachers
Assessments Formative and Summative	December & January	ESL teachers
Use of Data to Inform Instruction of ELLs	February & March	All Teachers of ELLs
Native Language Support	March & April	All Teachers of ELLs
Technology Integration	May	All Teachers of ELLs
Effective ELL curriculum map evaluation, monitoring and revision	June	ESL teachers

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parent involvement at MS 216 is high. Parents of ELL's are included in all parent activities, including Breakfast with the Principal, High School Information nights, Incoming Grade 6 Parent Information Night, Chinese American Parent Support Group and monthly meetings.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parent involvement at MS 216 is high. Parents of ELL's are included in all parent activities, including Breakfast with the Principal, High School Information nights, Incoming Grade 6 Parent Information Night, Chinese American Parent Support Group and monthly meetings with the Parent Coordinator. A survey is conducted every three months to screen parental needs and align workshops and activities to them.

2. Currently, we do not partner with any CBOs to provide workshops or services to ELL parents. However, we host workshops for ELL parents throughout the year. The school also disseminates to ELL parents, in their home language, information about workshops offered by the Office of English Language Learners and the United Federation of Teachers. The Parent Coordinator facilitates transportation to these workshops and often attends as well with groups of parents.

3. A survey is conducted every three months to screen parental needs and align workshops and activities to them.

4. The Parent Coordinator keeps a record of parent requests for informational workshops and response to parent surveys. Based on these requests she coordinates and holds various workshops and activities for parents.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	10	6					20
Intermediate(I)							6	11	20					37
Advanced (A)							21	13	27					61
Total	0	0	0	0	0	0	31	34	53	0	0	0	0	118

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	4	0				
	I							0	7	7				
	A							20	14	14				
	P							9	9	22				
READING/ WRITING	B							4	10	7				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I							7	11	22				
	A							20	13	24				
	P							0	0	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	12	0	0	18
7	11	6	1	0	18
8	13	20	1	0	34
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1	0	10	1	7	2	1	4	26
7	6	0	11	0	7	0	5	0	29
8	2	0	15	3	11	2	5	5	43
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. MS 216 utilizes running records, baseline reading and writing assessments, and scantron periodic assessments to assess students' literacy skills. The ELA and ELL teachers are in the process of analyzing the data gathered from these assessments and will target instruction appropriately. Specifically the ESL and ELA teachers will use the data to promote reading comprehension strategies, fluency, phonemic awareness, and decoding strategies.

2. Approximately 83% of the ELL students are Intermediate or Advanced. According to the latest NYSESLAT data 15% of the students are

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q216** School Name: **Middle School 216Q**

Cluster: _____ Network: **534**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Home language surveys and ATS reports are used to determine the home language of all English Language learners in the school. Notices to parents regarding their child's ESL services are sent in the home language. Parent Orientation meetings are held several times each school year, at which time parents indicate the language they would prefer when being contacted by the school. For oral translations, the Parent Coordinator and bilingual staff members are summoned when the need arises.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Most of our translation needs are in the following languages: Chinese, Spanish, Bengali, and occasionally Korean. We have faculty members who are fluent in all of these languages that we use for translations. Needed translation services can be provided in house and by the translated forms available from the Department of Education. Findings are reported to staff at Faculty Conferences and/or Department meetings and to the parent population via:

- Parent Teacher meetings
- Principal Town Hall Meetings
- PTA meetings

Translations of required documents (i.e.- newsletters, calendars, report cards, home correspondences, etc.) are done by members of the faculty and/or the NYC Translation Unit.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Translations of required documents (i.e.- newsletters, calendars, report cards, home correspondences, etc.) are done by members of the faculty and/or the NYC Translation Unit.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

All oral interpretation services are handled in-house by staff members or, when necessary, by the NYC Translation Unit. Teachers and other multi-lingual staff members will assist in translations and comprehension of school needs to parents. Only in rare cases where no one is available, or, a particular language cannot be translated by any staff member will the city's Translation Unit be asked to assist.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All parent notices will be translated into home languages represented by out ELL population when necessary. If this cannot be accomplished in-house, the NYC Translation Unit will be utilized.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: George J. Ryan Middle School	DBN: 26Q216
Cluster Leader: Deborah Maldonado	Network Leader: Ben Waxman
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 50 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The analysis of the 2010-2011 NYSELSAT, New York State ELA and Math Exam results, and classroom assessments demonstrate that ELL students need additional support in the areas of reading comprehension, grammar, writing, and solving mathematical word problems. In order to help students improve in these areas and reach the rigorous expectations outlined in the Common Core Learning Standards we have designed a Title III after-school and Saturday supplemental program. The program will specifically target long-term ELLs, SIFE students, newcomers, and students who earned a 1 on the NYS ELA and/or Math exam. All classes will be taught in English, however, appropriate native language supports will be provided.

The program will consist of 2 semesters or sessions. The first will begin from November 9, 2011-February 4, 2012. The supplemental instruction classes will be held on Wednesdays from 3:05-4:05pm and on Saturdays from 9:00am-11:00am. An ESL licensed teacher and ELA content specialists will service approximately 25 students. They will focus on teaching reading, writing, vocabulary, and grammar skills that directly relate to the topics taught during the regular school day. The teachers will also use native language text to build background knowledge in the areas addressed in the content area curriculums during the regular school day. The teachers will incorporate inquiry based hands-on project based learning into their instruction.

The second semester/session will begin on February 8th, 2012 and will end on April 28th, 2012. The supplemental instruction classes will be held on Wednesdays from 3:05-4:05pm and Saturdays from 9:00am-11:00am. The Wednesday classes will be taught by an ESL licensed teacher and a Math content specialist. The teachers will focus on problem solving utilizing the Mathematical Practices outlined in the Common Core Learning Standards. Teachers will also utilize a variety of strategies to teach students mathematical vocabulary in English and students' native language. During the second semester/session the Saturday class will be devoted to developing the students' reading and writing skills across content areas. [REDACTED]

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: In order to increase the achievement of ELL students all teachers, including all content area teachers, must receive professional development pertaining to research-based ELL

Part C: Professional Development

instructional methodologies and strategies. To that end, the school’s instructional cabinet works cooperatively with the Network liaisons to provide a variety of Professional Development opportunities. Workshops take place during the school day, after school, and during the Faculty Conferences. Upcoming Professional Development sessions will include: (1) SIOP training; (2) Aligning ELL curriculum to the Common Core Learning Standards; (3) Differentiating Instruction for ELLS; and (3) Utilizing assessment data to drive instruction.

Last year several members of the school’s faculty participated in a Collegial ESL Study Group and this year we will continue to build upon the valuable work of that team. This year the team will consist of representatives from all content areas and will focus on implementing SIOP in order to enhance the academic vocabulary acquisition of ELL students. The representatives will explore best practices and share their findings with the members of their departments. The Collegial ESL Study Group will begin December 12, 2011 and end on May 21, 2012. The participants will meet every Monday from 3:05-4:05 p.m.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: In January of 2011 interested parents will be invited to enroll in a Beginner’s ESL class. The sessions will focus on developing the participants’ basic interpersonal skills and will utilize Rosetta Stone computer based language acquisition program. The sessions will be held from 9:30-10:30 every Monday beginning January 15, 2012- June 11, 2012.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$14796

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$11,125.47	Title III After School Program- Literacy/Math Focus 2 teachers x 1 hour x 1 per week x 21 weeks x \$49.89 p/s rate=\$2095.38 Title III Saturday Program Literacy Focus 2 teachers x 2 hrs x 1 time per week x

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$14796

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		19 weeks x \$49.89 p/s rate=\$3,791.64 ESL Collegial Study Group 7 teachers x 1 hour x 15 weeks x \$49.89 p/s rate=\$5238.45
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$0	
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2170.53	Title III After School/Saturday Program Finish Line for ELLS (Student Books)-\$499.95 Finish Line for ELLS (Teacher's Edition) \$42.50 x 2=\$85 Empire State NYSESLAT(Student Books)-\$499.95 Empire State NYSESLAT(Teacher Edition)- \$42.50 x 2+ \$85 Native Language texts-\$500.63 ESL Beginners Class (Notebooks, Chart Paper, Markers, copy paper)-\$200 Refreshments: \$300
Educational Software (Object Code 199)	\$1500	Rosetta Stone (Parent ESL Class) \$1500

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$14796

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL	\$14,796	\$14,796